École Agnes Davidson

2023/24 Assurance Plan

Endless Possibilities- Possibilités Infinies

Explore...Explorer...Discover...Découvrir...Create...Créer

Division Vision Statement: Learners are innovative thinkers who are successful, confident, respectful and caring.

Together, we cultivate une communauté française where life-long learners gain confidence, take risks, and persevere.

Division Mission Statement : Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

www.ad.lethsd.ab.ca

Lethbridge
**SCHOOL DIVISION**

ASSURANCE PLANNING

Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are threaded through the provincial Assurance Domains.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN
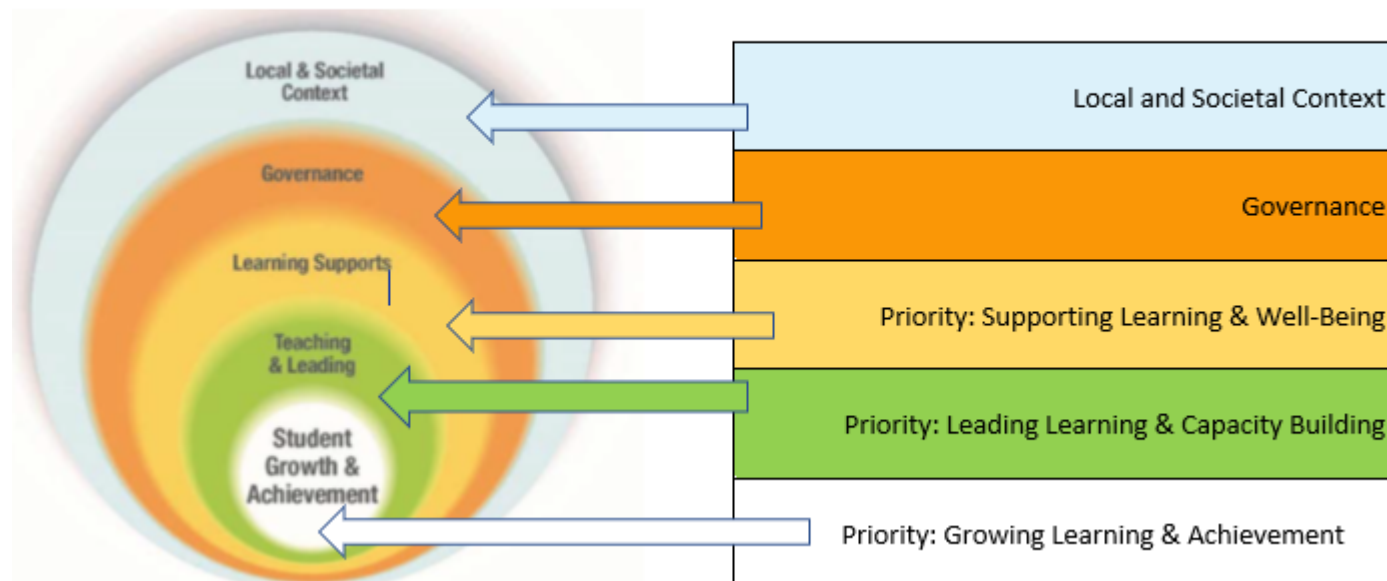
SCHOOL CONTEXT

École Agnes Davidson is a French Immersion Single Track School. It has a population of about 540 students ranging from Kindergarten up to Grade 5. The school was built in 1962 and serves students enrolled in the French Immersion program from across Lethbridge. French Immersion is intended to be an inclusive program of choice for students with varying physical and cognitive abilities. French Immersion can also be an option for English Language Learners who may be interested in learning an additional language. Students must begin the program in Kindergarten or Grade 1 and generally do not enter the program partway through the elementary years. École Agnes Davidson is a feeder school to Gilbert Paterson where students can continue their French Immersion experiences through Middle School and then up to High School at LCI. Students entering French Immersion do not need to have any prior experience in French nor have a French speaking parent in the home. École Agnes Davidson is committed to creating a French milieu within the city of Lethbridge where students can flourish and experience the French language and culture while developing skills to be critical thinkers and contributing members of society.

Strengths:

• Supportive School Council

• High level of French proficiency

• Strong focus on numeracy and literacy

• Diversity and inclusion

Highlights:

• Focus on cultural experiences

• Community focused

Challenges:

• Building our identity as a single track French Immersion school

DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience. The school applies the resources needed to support Indigenous student achievement.
- Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).
Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes
Provincial Assurance Survey measure of citizenship
Provincial Assurance Survey measure of learning engagement
High School Completion

Goal	Strategies	Resources	Measures
Measure student achievement in literacy and numeracy through the use of formative and summative assessments to inform teaching practices.	Running Records Common Grade level assessments Inverted pyramid of intervention Focused numeracy and literacy blocks in the timetable Invite experts for PL opportunities French professional learning	GB+ and F&P LLI MI Math Fact Fluency Foundational Skills Assessment Division lead teachers	Conversations are centered around the pyramid of intervention Focused collaborative days Improved success on benchmark assessments Teacher reflection, observation and response to instruction
Teachers will use Best Practices in the classroom to support student learning	Literacy Plans Learning Commons plan Numeracy Plans Peer/peers observations Connections with literacy and numeracy lead teachers Strategic grade level groupings Classroom observations Purposeful follow-up conversations Generative Dialogue Thinking Routines during Professional Learning opportunities with Administration Teacher driven Professional Learning	Lucy Calkins Mathology (French) LLI GB+ guided reading F&P guided reading Collegial peers Learning Support Teacher Learning Commons Facilitator School lead teachers (tech, Indigenous education, math, literacy, FIM) Administration Rime Magic Heggerty Resources	Students are engaged in a variety of learning opportunities showing growth and development of skills Teachers response to instruction Teachers investment and engagement in their own Professional Learning
Teachers will use the Learning Commons and engage in active learning resources to enhance literacy and numeracy	Collaborative use of personnel and materials. Focus on hands on / manipulative learning opportunities for a deeper understanding of content Use of Learning Commons as a concept and not a space Learning Commons plan Learning Commons place as a space to diffuse common messages and understanding	Various print resources Various digital platforms Various manipulatives Increase in STEM Access to Indigenous content Access to quality French Immersion resources Learning Commons Facilitator	Students engage in a variety of materials to facilitate their learning Learning Commons timetable is robust

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Authentic use of technology to promote learning and access to the curriculum for students with varying needs	Students have access to a variety of technology to support their learning Teachers demonstrate best practice with technology Meaningful technology use to support curricular outcomes	Learning Commons School Tech team Classroom teachers	All students can access the curriculum Students are confident and comfortable using a variety of technological resources to enhance their learning.

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures
Provincial Assurance Survey measure of educational quality.
Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	Time scheduled for collaborative groups Time designated during staff meetings to share professional learning Focused questions from administration around inquiry Moving from disseminating knowledge to a culture of curiosity Common language: • Modelling • Opportunities • Time • Language	Inquiry templates Teacher Quality Standards Thinking Routines Generative Dialogue Garfield Ginny-Newman	Staff engagement Observable growth in instructional practice Move towards a mindset of renovation for sustainable improvement. • Affirm • Refine • Aspire
School professional learning plan will center on the development of: • French Milieu • New Curriculum • Division Priorities	PL during staff meetings Implementation of approved division programs through the French Immersion lens Engaging in both division, school and teacher directed mentorship opportunities Development of a Games Commons Nutrition Grant Recipients	Creating Cultures of Thinking (Ron Ritchhart) Creating Thinking Classrooms (Garfield Giny-Newman) Start Here, Start Now (Liz Kleinrock) ACPI ACFA Teacher Mentors	Teacher observations and anecdotal notes MIPI data GB+ data Boost program data Tell them From Me Surveys APORI Data
Promoting a Thinking School	Thinking routines in PL Teacher driven PL during staff meetings Thinking routines in the Learning Commons Modelling Renovation Mindset High expectations for all students Access points to learning	Creating Cultures of Thinking (Ron Ritchhart) Creating Thinking Classrooms (Garfield Gini-Newman) Professional Learning with Gini-Newman Teachers exploring Building Thinking Classrooms (Peter Lijedahl) Division Lead Teachers Learning Commons	Time is given to what's important Intentional Language Clear expectations Opportunities extends the learning beyond the event or activity
	LST—support within class-	LST	Regulated & focused class-

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

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Performance Measures

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Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Continue to support and implement Universal Design for Learning	LST—support within classrooms and provide information to teachers and support staff Teacher Counsellor—universal and targeted supports for students, provide information and support to teachers with a strong emphasis on push-in model with universal supports School committee sharing ways of knowing and being (move away from isolated events and a move towards a culture) Staff Meeting, teacher driven Professional Learning	LST Teacher Counsellor School based Indigenous lead committee Indigenous Lead teacher Learning Commons committee Speech Language Support	Regulated & focused classrooms Common language amongst staff and students Increase staff comfort level and ownership with Indigenous Ways of Knowing and Being Reduced behaviours in the classroom Reduced student referral for individualized supports
Promote a culture of belonging within the school community	Greeting students Feel Good Friday Honouring divers identities	All staff and stakeholders including parents, students and community members	Morning announcements in a visual format celebrating students Willingness to reflect on our own role and responsibilities in supporting a safe and caring school Challenging our individual biases Looking through a anti-racist/anti oppressive lens (who is MOST comfortable?/Who is LEAST comfortable?
Being responsive to the Call to Action as it relates to our collective responsibility to Truth and Reconciliation	Growth of Indigenous resources in the Learning Commons Morning announcements from Indigenous Lead Teacher Active Indigenous committee Use of Indigenous Ways of Knowing in daily planning	Indigenous Coordinator Elementary Indigenous Educators	Students develop a greater appreciation of our ownership and accountability towards Truth and Reconciliation Safe and Caring school environment with a purposeful attention that welcomes Indigenous community members

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Performance Measures
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Goal	Strategies	Resources	Measures
Staff focus on building a French Immersion inclusive environment	Professional Learning on self-regulation and mindfulness Promote inclusive practices in meeting students where they are at with conversations centered around providing access points to the curriculum Push-in supports	Classroom Teachers Behaviour Support Team Director of Inclusive Education Coordinator of Inclusive Education School Psychologist LST Administration	Students access French opportunities outside of the classroom Hire a diverse group of French speakers, both native and immersion graduates

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures
Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.
Provincial survey measure of access to supports an services

Goal	Strategies	Resources	Measures
Promote Students within the LGBTQ2S+ framework	Representation of diverse material in the Learning Commons Understanding that language matters Honouring pronouns Recognizing Pride Recognizing diverse families	Learning Commons Facilitator Counselling Coordinator Teachers and Support Staff School Counsellor Administration Support staff	All students feel a sense of community and belonging Students see themselves represented within the school community
Promote community support	Open/Trusting relationships with families Assessing student needs Open access to food supports at school	Angel Tree My City Care Mindful Munchies Nutrition Grant Mental Health Capacity Building Team Poverty Intervention School Council	Parents request support as needed Student basic needs are met at school
Developing the whole child: Anti-racism and oppression Diversity and Inclusion Healthy Relationships, boundary and consent Health and wellness	PL focused around supporting the whole child Review SOGi document Review of Division Policies Push-in approach to Universal Supports, from the School Counsellor	School Counselor Counselling Coordinator Mental Health Capacity Building Team Teachers Administration	Reduced referrals to school counselor and the office Teacher self-efficacy